DOCUMENT RESUME

ED 289 578 PS 016 880

TITLE Grades 1-3: Arkansas Public School Course Content Guide.
INSTITUTION Arkansas State Dept. of Education, Little Rock.
PUB DATE [87]
NOTE 44p.; For related documents, see PS 016 879-881.
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Basic Skills; *Curriculum Development; *Educational Objectives; *Enrichment Activities; Grade 1; Grade 2; Grade 3; Guidelines; *Minimum Competency Testing; Primary Education; *Public Schools; State Programs
IDENTIFIERS *Arkansas

ABSTRACT

Provided as a framework for use in curriculum development are Arkansas' course content guides for the primary grades one, two, and three. At each grade level, language arts, mathematics, and reading skills have been identified at three instructional levels: basic, developmental, and extensional. Basic skills are those which all students must master. They are also the skills on which Arkansas' Minimum Performance Test items are based. Developmental skills are those beyond basic which should be introduced and taught by teachers, but not necessarily mastered by all learners. Often developmental skills at one grade level are basic skills at a later grade or in an advanced course. Extensions, which stress higher order thinking, processing, and problem solving skills, suggest ways teachers can broaden student learning at a given grade level without introducing additional basic skills from subsequent grade levels. When required by the nature of the subject, skills are sequenced by grade. (RH)

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INTRODUCTION

The STANDARDS FOR ACCREDITATION OF PUBLIC SCHOOLS, adopted by the Arkansas State Board of Education, required the development of these course content guides. The Standards also required that essential skills be identified for each course taught in the public schools of Arkansas. Committees of classroom teachers, curriculum specialists, principals, superintendents, staff members from institutions of higher education and Department of Education personnel jointly identified the skills included in each of the guides.

These guides are offered as a framework on which a curriculum can be built; they should not be considered the complete (only) curriculum of a school. After adopting the guides and after careful planning, the local staff should extend them by developing teaching plans, identifying resources, selecting presentation methods and coordinating evaluative techniques with skills to be taught. From these expansions of the course content guides, a more complete curriculum guide can emerge.

Within each subject area and at each qrade level, skills have been identified at three instructional levels: basic, developmental and extensions. The basic skills are those skills which all students must master. They are also the skills on which the Minimum Performance Test items are based. A comprehensive guide should exceed minimum levels of expectation. Developmental skills and extensions are also included.

Developmental skills are those skills beyond the basic level that should be introduced and taught, but not necessarily mastered by all learners. Often developmental skills at one grade level become basic skills at a later grade or in a more advanced course.

Extensions are suggested for those learners who have mastered the required basic and recommended developmental skills. Extensions stress the higher order thinking, processing and problem solving skills. These extensions suggest ways for the teacher to broaden student learning on grade level without introducing more basic skills from subsequent grade levels.

The nature of some subject areas requires sequencing of skills. In those subject areas, skills are sequenced by grade level. Sequencing in some subject areas is left to the discretion of the school district and teachers.

The Student Assessment/Minimum Performance Testing Program coordinates with the statement of basic skills in the course content guides. The Minimum Performance Test measures mastery of basic skills. Promotion from the eighth grade will depend upon mastery of the basic skills listed in the five course content guides for reading, mathematics, langauge arts, science and social studies.

No curriculum should be considered static. Updating of the guides should be a continuous process. Responses from educators will help determine when revision is needed.

The Department and the State Board of Education recognize the outstanding work of those professional educators who have contributed to the development of these guides. Without their help, this work could not have been accomplished.

Language Arts

GRADE 1

CAPITALIZATION

Basic Skills

NONE

Developmental Skills

1.25 Recognize that days of the week, months of the year and names of holidays are capitalized.

1.26 Recognize that names of cities, towns and states are capitalized.

1.27 Recognize that names of streets, roads and highways are capitalized.

1.28 Recognize that people's names are capitalized.

1.29 Recognize that pet's names are capitalized.

1.30 Recognize that the pronoun I is capitalized.

1.31 Recognize that the first word of a sentence is capitalized.

Extensions

1.75 Write sentences with titles and people's names correctly capitalized.

1.76 Make a poster with the name of one's school properly capitalized.

1.77 Make a poster or collage with the names of familiar products using correct capitalization.

1.78 Compose a letter to a friend or relative at a holiday time using correct capitalization in the salutation and closing and indicate the holiday.

PUNCTUATION

Basic Skills

NONE

Developmental Skills

2.25 Identify the period as the correct ending punctuation mark for a declarative (telling) sentence.

2.26 Identify the question mark as the correct ending punctuation mark for an interrogative (asking) sentence.

2.27 Identify the use of a comma to separate the date of the month from the year.

2.28 Identify the missing letter in a list of contractions.

2.29 Place the apostrophe in a given list of contractions.

Extensions

2.75 Recognize that an exclamation mark is used when expressing strong emotion or sudden feeling.

2.76 In groups of two, compose declarative and interrogative sentences with appropriate end punctuation.

2.77 Develop a list of student's names by rows, with correct capitalization of their names and correct use of periods after their first and middle initials.

2.78 Compose an original sentence and place commas after words in a series.

2.79 Separate a city from its state with a comma in a written expression about one's residence.

2.80 Compose a friendly letter and properly place a comma after the salutation and the closing.

2.81 Write an invitation to parents and have students place the colon correctly in the numbers showing hours and minutes.

2.82 Record a few of the students' favorite TV shows and their times of showing but delete the colon. Have the students express the times and place with the colon used correctly.

2.83 Copy a day's date by using numbers after the name of the month.

2.84 Write the news of the school day with students using numbers to show the day's date.

2.85 Photograph a significant classroom event and have students write the date including the number of the day on the bottom of the instamatic picture. Develop a class scrapbook.

USAGE

Basic Skills

NONE

Developmental Skills

3.25 Change some singular nouns to plural by adding **s**.

3.26 Substitute a pronoun for a name of a person or object.

3.27 Match objects with adjectives describing the objects.

3.28 Identify the two parts of a sentence as the actor (who or what) and the action (what happened).

Extensions

3.75 Provide "word hunt puzzles" using plural and singular nouns. Determine the number of nouns made plural by adding **s**.

3.76 Identify nouns made plural by adding an **s** on a given workbook page or basal reader page(s).

3.77 Classify pronoun cards by placing them in packets designated by boy or girl silhouettes.

3.78 Classify classroom persons, groups of persons and objects by using pronouns.

3.79 Describe classroom persons or objects by using adjectives.

3.80 Record student "descriptive words" of classroom objects or persons on a chart or chalkboard.

3.81 Provide word or phrase strips and a pocket chart. Have learners construct sentences from these materials.

3.82 Complete a sentence orally when given a subject.

3.83 Supply a subject orally when given an action described by the teacher. Suggest (as a group) corrections for errors in verb tense for oral or written examples supplied by the teacher.

3.84 Rewrite sentences that contain errors in subject-verb agreement.

3.85 Locate punctuation omissions in a teacher-supplied page centering around a student interest or a holiday theme.

3.86 Involve two groups by having one group write a paragraph containing capitalization errors and having the other group locate and correct such errors.

3.87 Have students demonstrate a word's meaning by use of context clues.

LITERATURE

Basic Skills

4.1 Identify sequential organization in children's literature.

4.2 Recall simple details from a story.

4.3 Select the picture (from two or three pictures) that best illustrates a story.

4.4 Match the content of a story to a title.

4.5 Select the main idea of a story.

4.6 Discriminate between fact (what can happen) and fantasy (something unreal).

4.7 Discriminate between rhyming and non-rhyming words in poetry.

4.8 Answer who, what, when and where about a story.

Developmental Skills

4.25 Select a statement that expresses a reason for an action or event.

4.26 Make an inference based on information in a story.

4.27 Identify character traits (physical appearance, personality) in a selection.

4.28 Select the word that expresses how a character felt in a particular situation.

4.29 Recognize words that appeal to one of the five senses in a selection.

4.30 Select "descriptive" words used in a short selection.

4.31 Recognize that a narrator in a play is a person who tells the audience what is happening.

4.32 Memorize short roles to perform in a play.

4.33 Identify that setting refers to time and place in a play.

Extensions

4.75 Identify the supernatural qualities in fairy tales.

4.76 Recognize the true-to-life or fanciful elements in an animal story.

4.77 Describe likenesses and differences between the characters in a story.

4.78 Identify exaggeration in a fanciful tale.

4.79 Identify cause and effect in a fairy tale.

4.80 Dictate or write a realistic or fanciful story.

COMPOSITION

Pre-Composition Skills

Place body, hand, paper and writing instrument in proper position.
Copy upper and lower case manuscript (D'Nealian) letters on lined paper.
Use pencil on lined paper.
Copy words, numbers and sentences.
Write first and last names without a model.
Use correct spacing between letters and words.
Use appropriate left-right and top-bottom formation of letters.
Write upper and lower case manuscript letters without a model.
Use one hand consistently for writing.

Basic Skills

5.1 Write declarative (telling) sentences independently.
5.2 Write interrogative (asking) sentences independently.
5.3 Dictate experiences to be written by the teacher.
5.4 Identify and describe the shape, color and size of an object using appropriate vocabulary.

Developmental Skills

5.25 Write personal accounts of one's own family and pets.
5.26 Write invitations.
5.27 Write "thank you" notes.
5.28 Write the classroom news for the day including day of week and date.
5.29 Write frequent entries in a personal log or journal.

Extensions

5.75 Address envelopes.
5.76 Write two or three related descriptive sentences.
5.77 Write dialogue.
5.78 Use product packages as inspiration for composing new product names.

Mathematics

GRADE 1

WHOLE NUMBER NUMERATION

Basic Skills

1.1 Identify equivalent sets using one-to-one matching.
1.2 Identify nonequivalent sets using more/fewer, greater than/less than.
1.3 Identify sets up to 20.
1.4 Count 30 objects or more.
1.5 Identify numerals 0-99.
1.6 Write any numeral between 0-99 without a model.
1.7 Write by tens to 100.
1.8 Match a specific number of objects with its numeral and number word to ten.
1.9 Identify the numeral representing the greater or lesser number in a pair to 20.

Developmental Skills

1.25 Form numerals 0-9 correctly.
1.26 Rote count to 100.
1.27 Orally read numerals to 99.
1.28 Identify the numeral that comes before, after and between given numerals to 99.
1.29 Count and write by twos and fives to 100.
1.30 Identify the tens and ones in two-digit numerals.
1.31 Identify ordinal positions first to tenth.

Extensions

1.75 Explore different ways of naming the same number.
1.76 Discover new number patterns.
1.77 Explore the application of sets in real-life situations.
1.78 Compare sets using signs.

1.79 Explore place value with an abacus.
1.80 Round a number to nearest ten.

WHOLE NUMBER OPERATIONS

Basic Skills

2.1 Find sums to 18 using two addends with sets as models.
2.2 Identify the plus sign for addition.
2.3 Write and compute an addition problem in both horizontal and vertical format.
2.4 Memorize basic addition facts with sums to ten. Remove objects from a set (up to 18) and state the difference.
2.5 Identify the minus sign for subtraction.
2.6 Write a subtraction problem in both horizontal and vertical format.
2.7 Memorize basic subtraction facts (subtracting from ten or less)

Developmental Skills

2.25 Add two one-digit numbers with sums to 18.
2.26 Use right-left progression for working problems in vertical format.
2.27 Add two multiples of ten with a sum of 90 or less (e.g., 20 + 30 = 50).
2.28 Add two two-digit numbers with no regrouping.
2.29 Add three whole numbers with a sum of ten or less in vertical format.
2.30 Add a one-digit number to a two-digit number with no regrouping.
2.31 Solve problems involving basic subtraction facts (1-18).
2.32 Subtract two two-digit numbers with no regrouping.
2.33 Solve word problems for addition and subtraction.

Extensions

2.75 Explore number families.
2.76 Investigate the process of finding a missing addend.
2.77 Construct magic squares.
2.78 Find new ways to illustrate adding and subtracting (e.g., number line, abacus, and Cuisenaire rods).
2.79 Use objects to illustrate the commutative property of addition.
2.80 Use objects to illustrate the associative property of addition.
2.81 Explore ways to regroup numbers.
2.82 Explore the use of the calculator in basic operations.

RATIONAL NUMBERS

Basic Skills

3.1 Identify one-half of a region.

3.2 Identify one-half of a region as the numeral 1/2.

Developmental Skills

3.25 Identify one-third of a region.

3.26 Identify one-fourth of a region.

3.27 Identify one-third of a region as the numeral 1/3.

3.28 Identify one-fourth of a region as the numeral 1/4.

Extensions

3.75 Explore ways of dividing sets or objects into fractional parts.

3.76 Identify uses of fractions in everyday life.

MEASUREMENT

Basic Skills

4.1 Identify watches, clocks and calendars as instruments to measure time.

4.2 Tell and write time to the hour.

4.3 Know the names of the seven days in a week.

4.4 Identify the penny and its value.

4.5 Identify the nickel and its value.

4.6 Identify the dime and its value.

Developmental Skills

4.25 Know the names of the twelve months in a year.

4.26 Know the number of days in each month.

4.27 Tell and write time to the half hour (half-past).

4.28 Identify the quarter and its value.

4.29 Use nonstandard units in measuring (e.g., straws, paper clips, hands, feet).

4.30 Identify the ruler as an instrument to measure length.

4.31 Identify the scale as an instrument to measure weight (mass).

4.32 Identify the thermometer as an instrument for measuring temperature.

Extensions

4.75 Relate daily activities to a.m. and p.m.
4.76 Investigate different ways of structuring time.
4.77 Relate units of measurement to daily activities.
4.78 Show equivalent sets of coins.

GEOMETRY

Basic Skills

5.1 Identify and name a triangle, square, rectangle and circle.
5.2 Sort and classify objects by their shapes.

Developmental Skills

NONE

Extensions

5.75 Explore the concept of perimeter, area and volume.
5.76 Use geometric shapes to create new figures.
5.77 Explore different means of creating geometric shapes (e.g., peg boards, rubber bands, parquetry blocks).

PROBABILITY AND STATISTICS

Basic Skills

NONE

Developmental Skills

6.25 Make and read simple bar graphs.
6.26 Make and read simple charts.
6.27 Recognize and copy patterns.

Extensions

6.75 Create and extend patterns.
6.76 Arrange ordered sets of objects in reverse order.
6.77 Conduct a survey (e.g., birthdays) and use data to construct a graph.

Reading

GRADE 1

WORD RECOGNITION

Basic Skills

1.1 Identify and write full name without a model.
1.2 Visually identify similarities and differences in letters and word structure.
1.3 Demonstrate an understanding of likenesses and differences in the beginning and ending words of words when given orally.
1.4 Match basic reading vocabulary with pictures.
1.5 Know the letters of the alphabet in sequence.
1.6 Reproduce all upper and lower case letters in random order without a model.
1.7 Recognize initial and final consonant sounds in words through visual and auditory discrimination.
1.8 Distinguish between single consonant and consonant blend sounds.
1.9 Recognize Basic vocabulary with the word endings **s**, **es**, **ed** and **ing** added.
1.10 Recognize contractions made up of two known words.
1.11 Recognize the root word when the endings, **es**, **ing** and **ed** have been added.
1.12 Demonstrate the ability to use contextual and picture clues as an aid in word recognition.

Developmental Skills

1.25 Recognize and pronounce 100 words from the first grade level of the Dolch Basic Sight Vocabulary List.
1.26 Identify the long and short vowel combinations presented at this level.
1.27 Decode new words by using known consonants, consonant blends, consonant diagraphs and vowel sounds.
1.28 Recognize initial and final consonant diagraphs.
1.29 Recognize consonant sounds in medial positions.
1.30 Demonstrate the ability to count syllables in one- and two-syllable words.
1.31 Identify the words that form compound words.
1.32 Recognize days of the week, months of the year and common titles such as Mr., Mrs., Miss and Ms.
1.33 Use consonant and consonant blends with phonograms (word families) to build new words.

Extensions

1.75 Identify and write complete address and telephone number.
1.76 Construct new words from basic vocabulary with the addition of endings.
1.77 Form contractions from known words.
1.78 Form compound words from known words.
1.79 Create a story from known vocabulary words.
1.80 Match words that have opposite meanings.

COMPREHENSION

Basic Skills

2.1 Retell a story in sequence after reading silently.
2.2 Select a picture or sentence which illustrates the main idea of a selection.
2.3 Select a picture which illustrates simple details.
2.4 Demonstrate the ability to read a selection silently and answer questions.
2.5 Arrange in sequence a series of at least three pictures about a story.
2.6 Classify objects and pictures into categories.
2.7 Distinguish real from make-believe in a reading selection.
2.8 Predict what will happen next in a selection.
2.9 Recognize that periods, question marks and exclamation marks give meaning to sentences.
2.10 Demonstrate comprehension of words used in oral and written directions (underline, circle, color, draw a line from, etc.).

Developmental Skills

2.25 Demonstrate the ability to read orally with understanding.
2.26 Identify the clues leading to a particular event.
2.27 Identify cause and effect relationships in a story.
2.28 Recognize differences in questions that ask who, what and when.
2.29 Classify words.

Extensions

2.75 Develop the skill to read orally for the enjoyment of others.
2.76 Express enjoyment and understanding of a reading selection through simple illustrations and dramatizations.
2.77 Select books for independent reading.
2.78 Select and illustrate an appropriate title from story content.
2.79 Create an original ending to an open-ended story.
2.80 Determine character traits by using story information.
2.81 Create stories and short poems.

STUDY SKILLS

Basic Skills

3.1 Follow two-step oral directions given individually and to the group.
3.2 Follow written directions to complete a task requiring one step.
3.3 Complete assigned tasks.
3.4 Demonstrate the ability to work independently.

Developmental Skills

3.25 Locate a story by using the table of contents.
3.26 Alphabetize words using the first letter.
3.27 Follow written directions for a task having more than one step.

Extensions

3.75 Construct a map to show the route from one location to another.
3.76 Recognize the library media center as a source of information and enjoyment.

LISTENING SKILLS

Basic Skills

4.1 Follow oral directions when conflicting sounds are present.
4.2 Select two rhyming words from a two-line verse.
4.3 Supply a rhyming word which is omitted from a simple verse or phrase.

Developmental Skills

4.25 Demonstrate understanding of an announcement.
4.26 Listen with interest to a variety of stories.
4.27 Listen courteously to individuals and groups.
4.28 Increase the amount of time spent listening attentively.

Extensions

4.75 Engage in active discussion after hearing a story.
4.76 Demonstrate the ability to use audio materials independently.
4.77 Form images from words.

ORAL COMMUNICATION

Basic Skills

5.1 Speak in complete sentences.
5.2 Use correct pronouns.
5.3 Use questions to gain information.
5.4 Demonstrate the ability to discriminate between words used to give directions (above, below, etc.).
5.5 Use descriptive words.
5.6 Classify objects and words.
5.7 Conduct appropriate telephone calls.
5.8 Dictate a story.
5.9 Create story endings.

Developmental Skills

5.25 Use singular and plural words correctly.
5.26 Incorporate new vocabulary in everyday speech.
5.27 Imitate correct language patterns.
5.28 Correct own speech error after appropriate modeling.
5.29 Use sentences correctly with comparatives such as more/less and shorter/taller.
5.30 Perform simple introductions and greetings.
5.31 Participate in choral reading.
5.32 Participate in oral activites.

Extensions

5.75 Recite short selections.
5.76 Use correct intonation for statements and questions.
5.77 Demonstrate expanded vocabulary.
5.78 Express thoughts and feelings clearly.

STUDY SKILLS

Basic Skills

3.1 Follow oral and written directions given individually and to the group.
3.2 Alphabetize words using the first letter.
3.3 Locate stories and poems by using the table of contents.
3.4 Recognize that maps are used to locate places.
3.5 Work independently and complete assignments.

Developmental Skills

3.25 Identify the section of the dictionary where a given word is located (front, middle, last).
3.26 Recognize the use of guide words and entry words.
3.27 Recognize the use of the glossary and the index to locate information.
3.28 Locate different types of books in the library (fiction, nonfiction, etc.).
3.29 Locate information using globes, charts, tables, maps and graphs.
3.30 Alphabetize words to the second letter.

Extenstions

3.75 Demonstrate appropriate handling of books and materials.
3.76 Construct a simple graph, chart, map or table.
3.77 Use the library as a source of information for research.

LISTENING SKILLS

Basic Skills

4.1 Determine the main idea after listening to a story.
4.2 Identify the moods and emotions of characters after listening to a selection read aloud.
4.3 Follow oral directions to complete a task.
4.4 Recall important details after listening to a story.

Developmental Skills

4.25 Develop the ability to listen critically.
4.26 Participate in discussions.
4.27 Extend the development of good listening habits.
4.28 Anticipate story outcomes.
4.29 Follow a three- or four-step series of directions in sequence.
4.30 Listen attentively to a book read aloud serially.

Extensions

4.75 Demonstrate attentiveness to a speaker.
4.76 Develop a listening appreciation for various forms of literature.

ORAL COMMUNICATION

Basic Skills

5.1 Enunciate clearly.
5.2 Give simple directions and or explanations.
5.3 Speak in complete sentences.
5.4 Incorporate new vocabulary in daily speech.
5.5 Imitate correct language patterns.
5.6 Correct own speech errors after appropriate modeling.
5.7 Speak correctly using comparatives.
5.8 Perform simple introductions and greetings.
5.9 Demonstrate the correct use of the telephone.

Developmental Skills

5.25 Relate specific information and instruction concerning an activity.
5.26 Use descriptive words to enhance meaning.
5.27 Recite poetry selections.
5.28 Communicate facts related to who, what, when, where, why and how.

Extensions

5.75 Construct and tell an original story.
5.76 Portray and pantomime skits and plays using characters of actual or hypothetical situations.
5.77 State personal ideas about a selected topic in sentence form.
5.78 Experience speaking in different situations.
5.79 Discriminate between standard and nonstandard English.
5.80 Expand the use of expressive language.

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Extensions are suggested for those learners who have mastered the required basic and recommended developmental skills. Extensions stress the higher order thinking, processing and problem solving skills. These extensions suggest ways for the teacher to broaden student learning on grade level without introducing more basic skills from subsequent grade levels.

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Language Arts

GRADE 2

Capitalization

Basic Skills

1.1 Recognize that days of the week, months of the year and holidays are capitalized.
1.2 Recognize that names of cities, towns and states are capitalized.
1.3 Recognize that names of streets, roads and highways are capitalized.
1.4 Recognize that names of people are capitalized.
1.5 Recognize that the pronoun I is always capitalized.
1.6 Recognize that the first word of a sentence is capitalized.

Developmental Skills

1.25 Capitalize the names for family relationships when used in place of, or in connection with, the person's name.
1.26 Capitalize north, south, east and west when they refer to sections of the country.
1.27 Capitalize the first and last word of titles and all other important words within the titles.
1.28 Capitalize the first word in the salutation and closing of letters.
1.29 Capitalize the names of schools.
1.30 Capitalize students' nicknames and initials.

Extensions

1.75 Write a sentence that uses titles in place of names.
1.76 Make a poster capitalizing the names of pictures of lakes, rivers, mountain ranges, deserts, parks and tourist attractions.
1.77 Make a collage illustrating the proper use of capitalization in titles of newspapers, magazines, book chapters and works of art.
1.78 Collect lables of products that are capitalized for display on a poster.
1.79 Edit work of peers and self for capitalization errors.

PUNCTUATION

Basic Skills

2.1 Identify the period as the correct ending punctuation mark for a declarative (telling) sentence.

2.2 Identify the question mark as the correct ending punctuation mark for an interrogative (asking) sentence.

2.3 Recognize that a comma is used to separate the date of the month from the year.

Developmental Skills

2.25 Recognize that a comma is used to set off a noun of direct address.

2.26 Recognize that a period is used after an abbreviation.

2.27 Recognize that a period is used after an initial.

2.28 Recognize the correct use of quotation marks to indicate the exact words of a speaker.

2.29 Recognize that the apostrophe indicates the omission of a letter or letters.

2.30 Recognize that the colon is to be placed between the hour and minutes when writing time in numbers.

2.31 Recognize that only one period is required after an abbreviation at the end of a sentence.

2.32 Identify the exclamation mark as the correct punctuation mark for a sentence that expresses strong emotions or feelings.

2.33 Recognize that a comma is used to separate a city from its state.

2.34 Recognize that a comma is used after the salutation of a friendly letter and after the closing of any letter.

Extensions

2.75 Using correct punctuation, compose sentences with abbreviations and initials.

2.76 Make a game in which students match words and their abbreviations.

2.77 Have pupils write their names using initials.

2.78 Write a conversation using quotation marks correctly.

2.79 Prepare a contraction word wheel.

2.80 Prepare an abbreviation word wheel.

2.81 Write a friendly letter demonstrating the use of commas.

2.82 Write short paragraphs or a story using the correct punctuation marks.

USAGE

Basic Skills

3.1 Identify a common noun as a word used to name a person, place or thing.

3.2 Identify a proper noun as a word used to name a particular person, place or thing.

3.3 Recognize that a pronoun may be used in the place of a noun.

3.4 Identify the present tense form of regular verbs.

3.5 Identify the past tense form of regular verbs.

3.6 Identify adjectives as describers of nouns and pronouns.

3.7 Select the correct degree of comparison of adjectives (positive, comparative or superlative) when comparing persons or things.

3.8 Recognize that adverbs tell about a verb.

3.9 Identify the simple subject and simple predicate as the two essential elements of a sentence.

3.10 Identify the subject as that which is spoken of in a sentence.

3.11 Identify the predicate as that which is said of the subject.

3.12 Identify verbs as words that show action or state of being.

Developmental Skills

3.25 Use nouns as the subjects of sentences.

3.26 Recognize that nouns can be singular or plural.

3.27 Recognize that most nouns are made plural by adding **s**.

3.28 Recognize that some nouns are made plural by adding **es**.

3.29 Recognize that the plurals of nouns ending in **y** preceded by a consonant are formed by changing **y** to **i** and adding **es**.

3.30 Recognize that nouns ending in **f** or **fe** are made plural by changing **f** or **fe** to **v** and adding **es**.

3.31 Write the possessive forms of singular and plural nouns.

3.32 Recognize the proper use of personal and possessive pronouns.

3.33 Recognize the proper use of demonstrative, reflexive, intensive and interrogative pronouns.

3.34 Recognize that inverted word order may exist.

3.35 Recognize that the subject of a sentence is usually a noun or a pronoun.

3.36 Identify that predicates agree with their subjects in number.

3.37 Recognize that modifiers make sentences clearer and more interesting.

3.38 Write declarative (telling), interrogative (asking), imperative (wish or command) and exclamatory (strong or sudden feeling) sentences of increasing length.

3.39 Recognize errors in verb tense.

3.40 Recognize errors in pronoun usage.

3.41 Recognize errors in subject-verb agreement.

3.42 Recognize that two sentences can be combined.

3.43 Select the correct spelling of a homophone.

Extensions

3.75 Create a classroom dictionary of nouns and pronouns in singular and plural forms.

3.76 Classify verbs as present and past tense in a short selection.

3.77 Make a class word bank of adjectives to be used in composition or discussion.

3.78 Use a stimulus object to generate oral comparisons.

3.79 Select examples of inverted and regular word order.

3.80 Expand skeleton sentences using modifiers.

3.81 Change declarative sentences to interrogative sentences.

3.82 Create new sentences from subject cards and predicate cards.

3.83 Combine two sentences.

LITERATURE

Basic Skills

4.1 Choose the picture that best illustrates a story.
4.2 Choose the best title for a story.
4.3 Select the main idea of a story.
4.4 Select a statement that expresses an idea implied in a passage.
4.5 Make an inference based on material in a passage.
4.6 Select the repetitive elements of a story.
4.7 Choose the words that help to give sensory impressions.
4.8 Differentiate between fact and fantasy.
4.9 Choose the word that expresses how a character felt in a particular situation.
4.10 Identify inferred emotions of characters.
4.11 Identify the order of events in a paragraph.

Developmental Skills

4.25 Arrange in chronological order the introduction, development and conclusion of a story.
4.26 Recognize use of imagination as a characteristic of fanciful tales.
4.27 Recognize realism and fantasy in animal stories.
4.28 Identify character traits.
4.29 Identify motives of characters.
4.30 Compare characters using what characters say and do.
4.31 Differentiate between rhyming and non-rhyming words.
4.32 Choose words which describe.
4.33 Identify a story written in play form from its use of dialogue, stage directions and narration.
4.34 Recognize that a narrator of a play is a person who tells the audience what is happening.
4.35 Answer who, what, when, where, why and how about a story.
4.36 Draw a conclusion after reading a selection.
4.37 Predict a logical outcome for a selection.

Extensions

4.75 From an introductory sentence, develop a story and provide a conclusion.
4.76 Read or listen to a fairy tale and identify supernatural beings, repeated tellings and the conclusion.
4.77 Classify statements as fact or opinion.
4.78 Listen to a mystery story and identify the clues which might help solve the mystery.
4.79 Listen to an adventure story and restate the events in sequential order.
4.80 Write and illustrate an adventure story.
4.81 Distinguish between tall tales or folk tales.
4.82 Create a folk hero and write an exaggerated folk story.
4.83 Write a fanciful and a realistic animal story.
4.84 Write a poem with rhyming words.

COMPOSITION

Basic Skills

NONE

Developmental Skills

5.25 Write declarative sentences.
5.26 Write interrogative sentences.
5.27 Write exclamatory sentences.
5.28 Write simple sentences following the basic N-V pattern.
5.29 Add descriptive words to simple sentences.
5.30 Promote free writing (to be appreciated and shared but **not** graded).
5.31 Write three related sentences to form a paragraph.

Extensions

5.75 Write a short story using simple sentences following the N-V pattern.
5.76 Write a tall tale adding descriptive words to simple sentences.
5.77 Write a true story using complete sentences.
5.78 Write a friendly letter with a heading, greeting, body and closing.
5.79 Write an invitation using heading, greeting, body and closing.
5.80 Write a "thank you" note using complete sentences in correct letter form.
5.81 Address an envelope using correct capitalization and punctuation.
5.82 Write a narrative poem using descriptive words.
5.83 Write a poem that uses words that describe feelings (happy, sad, angry, etc.).
5.84 Write a short play based on a given story.
5.85 Create a short play about a topic of the student's choice.

Mathematics

GRADE 2

WHOLE NUMBER NUMERATION

Basic Skills

1.1 Identify numerals 100-999.

1.2 Write any numeral between 100-999.

1.3 Identify tens and ones in a two-digit number.

1.4 Sequence two- and three-digit numbers (e.g., 21, 22, 23; 112, 113, 114).

1.5 Write by twos and fives to 100.

Developmental Skills

1.25 Identify odd and even numbers to 20.

1.26 Order and identify position of things/objects using ordinal numbers eleventh through twentieth.

1.27 Count objects 100-999.

1.28 Orally read numbers 100-999.

1.29 Recognize numeral relation symbols (, ,).

1.30 Compare one-, two- and three-digit numbers to indicate greater than, less than or equal to using the signs.

1.31 Identify models of number patterns involving counting by twos, fives and tens (e.g., 10, 12, 14, 16; 30, 35, 40; 70, 80, 90).

1.32 Determine and complete number patterns involving counting by twos, fives and tens (e.g., 22, , 26, , 40; 20, , 40).

1.33 Identify hundreds, tens and ones in a three-digit number.

Extensions

1.75 Explore different ways of naming the same number.

1.76 Discover new number patterns.

1.77 Relate Roman numerals to standard numerals.

1.78 Explore uses of expanded notation.

1.79 Discover operational number codes.

WHOLE NUMBER OPERATIONS

Basic Skills

2.1 [illegible] difference.

2.2 [illegible] sums to eighteen.

2.3 [illegible] with no regrouping required (vertical or horizontal format).

2.4 [illegible] subtracting from eighteen or less).

2.5 Subtract two- or three-digit numbers with no regrouping required.

Developmental Skills

2.25 Add three or more single-digit numbers using the horizontal and vertical format.

2.26 Add two- and three-digit numbers involving regrouping with sums not to exceed 999.

2.27 Subtract two- and three-digit numbers involving regrouping.

2.28 Solve addition and subtraction word problems.

2.29 Use addition as the checking operation of subtraction.

2.30 Construct sets to demonstrate an understanding of the relationship of addition to multiplication.

2.31 Identify and use the symbol (x) for multiplication.

2.32 Memorize [illegible] facts for twos and fives.

Extensions

2.75 [illegible] addition and addition (e.g., using arrays, number line, repeated addition).

2.76 [illegible] (e.g., counting).

2.77 [illegible] missing addend.

2.78 Find new ways to [illegible] subtracting and multiplying.

2.79 Estimate sums and differences of two- and three-digit numbers.

2.80 [illegible] with regard to speed and accuracy.

RATIONAL NUMBERS

Basic Skills

3.1 Identify one-third of a region.

3.2 Identify one-fourth of a region.

3.3 Identify one- half with the numeral 1/2.

3.4 Identify one-third with the numeral 1/3.

3.5 Identify one-fourth with the numeral 1/4.

Developmental Skills

3.25 Separate sets into given fractional parts using halves, thirds and fourths.

3.26 Identify which fraction represents the shaded portion of a region using halves, thirds and fourths.

Extensions

3.75 Use a variety of models to identify equivalent fractional parts of objects and sets.

3.76 Relate fractions to money.

MEASUREMENT

Basic Skills

4.1 Tell time to the half-hour.

4.2 Recognize the quarter and its value.

4.3 Identify the number of pennies equivalent to a nickel, dime and quarter.

Developmental Skills

4.25 Read a calendar to tell day, date, month and year.

4.26 Tell time to the nearest five minutes.

4.27 Identify the number of nickels equivalent to a dime or quarter.

4.28 Make change for a quarter using pennies, nickel(s) and dimes(s).

4.29 Use a ruler to measure to the nearest inch.

4.30 Use a metric ruler to measure to the nearest centimeter.

4.31 Read a scale to the nearest pound.

4.32 Read a thermometer to the nearest degree.

4.33 Count change in coins not to exceed $1.00.

Extensions

4.75 Explore the purchasing power of given amounts of money.

4.76 Relate the clock to circle construction and to fractions.

4.77 Discover the need for standard units of measurement.

GEOMETRY

Basic Skills

5.1 Match the shapes (circles, triangle, rectangle and square) to their names.

Developmental Skills

5.25 Match congruent shapes.

Extensions

5.75 Find the perimeter of polygons.
5.76 Sort two-dimensional and three-dimensional shapes.
5.77 Explore various paths between two points.
5.78 Create symmetric shapes.
5.79 Locate positions on a grid using coordinate points.

PROBABILITY AND STATISTICS

Basic Skills

Developmental Skills

6.25 Collect information to compare; e.g., favorite pets.
5.26 Record collected information on tables and charts.
6.27 Make and read bar graphs to depict comparisons.
6.28 Interpret simple tables and charts.

Extensions

6.75 Collect data to make various types of graphs.

Reading

GRADE 2

WORD RECOGNITION

Basic Skills

1.1 Match sentences with corresponding pictures.
1.2 Recognize medial consonants through visual and auditory discrimination.
1.3 Extend auditory and visual recognition of consonant blends and digraphs.
1.4 Extend auditory and visual discrimination of consonants, vowels and vowel combinations in patterns; including controlled vowels and **c** and **g** followed by **e**, **i** or **y**.
1.5 Distinguish among inflectional endings, plurals and possessives.
1.6 Identify the simple words that compose a compound word.
1.7 Identify contractions and demonstrate knowledge of their meaning.
1.8 Divide words into syllables following the VC/CV pattern.
1.9 Identify abbreviations of Mr., Mrs., Dr. and Ms.
1.10 Identify the days of the week and months of the year.
1.11 Use phonetic skills to decode words.
1.12 Use consonant and consonant blends with phonograms to decode new words.
1.13 Use contextual clues as an aid to word recognition.
1.14 Form plural words by adding **s** or **es**.

Developmental Skills

1.25 Recognize all words on the Dolch Basic Vocabulary List.
1.26 Divide words into syllables following V/CV and VC/V patterns.
1.27 Recognize the root words when prefixes and suffixes have been added.
1.28 Identify the meaning of prefixes and suffixes.
1.29 Identify the abbreviations of the days of the week and the months of the year.
1.30 Identify synonyms and antonyms in context and demonstrate knowledge of their meanings.
1.31 Recognize and understand the irregular plural forms of words such as man/men.

Extensions

1.75 Create new words by adding prefixes and suffixes and understand their meaning.
1.76 Develop activities using synonyms and antonyms.
1.77 Create and illustrate an original story using known vocabulary words.

COMPREHENSION

Basic Skills

2.1 Demonstrate the ability to read a selection silently and answer questions.
2.2 Identify the main idea of a selection.
2.3 Recall important details after reading a selection.
2.4 Arrange at least three sentences in correct sequence after reading a selection.
2.5 Distinguish between fantasy and reality in a selection.
2.6 Predict the outcome of a selection.
2.7 Recognize the difference in questions that ask who, what and when.
2.8 Identify the cause and effect relationship expressed in a sentence.
2.9 Identify personal pronouns and their antecedents.
2.10 Extend comprehension of words used in oral and written directions.
2.11 Classify words.

Developmental Skills

2.25 Use the main idea to select the best title.
2.26 Extend recognition and use of punctuation marks to clarify meaning.
2.27 Recognize differences in questions that ask where, why and how.
2.28 Read to locate specific information.
2.29 Read to prove a point.

Extensions

2.75 Participate in reading as a leisure activity.
2.76 Increase number and variety of library books read.
2.77 Read orally to others.
2.78 Retell a story previously read.
2.79 Dramatize and illustrate reading selections.
2.80 Create stories and short poems.
2.81 Interpret emotions and moods of characters.

INTRODUCTION

The STANDARDS FOR ACCREDITATION OF PUBLIC SCHOOLS, adopted by the Arkansas State Board of Education, required the development of these course content guides. The Standards also required that essential skills be identified for each course taught in the public schools of Arkansas. Committees of classroom teachers, curriculum specialists, principals, superintendents, staff members from institutions of higher education and Department of Education personnel jointly identified the skills included in each of the guides.

These guides are offered as a framework on which a curriculum can be built; they should not be considered the complete (only) curriculum of a school. After adopting the guides and after careful planning, the local staff should extend them by developing teaching plans, identifying resources, selecting presentation methods and coordinating evaluative techniques with skills to be taught. From these expansions of the course content guides, a more complete curriculum guide can emerge.

Within each subject area and at each grade level, skills have been identified at three instructional levels: basic, developmental and extensions. The basic skills are those skills which all students must master. They are also the skills on which the Minimum Performance Test items are based. A comprehensive guide should exceed minimum levels of expectation. Developmental skills and extensions are also included.

Developmental skills are those skills beyond the basic level that should be introduced and taught, but not necessarily mastered by all learners. Often developmental skills at one grade level become basic skills at a later grade or in a more advanced course.

Extensions are suggested for those learners who have mastered the required basic and recommended developmental skills. Extensions stress the higher order thinking, processing and problem solving skills. These extensions suggest ways for the teacher to broaden student learning on grade level without introducing more basic skills from subsequent grade levels.

The nature of some subject areas requires sequencing of skills. In those subject areas, skills are sequenced by grade level. Sequencing in some subject areas is left to the discretion of the school district and teachers.

The Student Assessment Minimum Performance Testing Program coordinates with the statement of basic skills in the course content guides. The Minimum Performance Test measures mastery of basic skills. Promotion from the eighth grade will depend upon mastery of the basic skills listed in the five course content guides for reading, mathematics, langauge arts, science and social studies.

No curriculum should be considered static. Updating of the guides should be a continuous process. Responses from educators will help determine when revision is needed.

The Department and the State Board of Education recognize the outstanding work of those professional educators who have contributed to the development of these guides. Without their help, this work could not have been accomplished.

Language Arts

GRADE 3

CAPITALIZATION

Basic Skills

1.1 Recognize that days of the week, months of the year and holidays are capitalized.

1.2 Recognize that names of cities, towns, states and countries are capitalized.

1.3 Recognize that names of streets, roads and highways are capitalized.

1.4 Recognize that initials and nicknames are capitalized.

Developmental Skills

1.25 Capitalize titles with people's names.

1.26 Capitalize titles used in the place of names.

1.27 Capitalize names of lakes, rivers, mountain ranges, deserts, parks and tourist attractions.

1.28 Capitalize north, south, east and west when they refer to sections of the country.

1.29 Capitalize the first and last word and all other important words of titles of newspapers, magazines, book chapters, plays, articles, musical compositions and works of art.

1.30 Capitalize names of products.

1.31 Capitalize the first word in the salutation and closing of letters.

1.32 Capitalize the first word of a direct quotation.

1.33 Capitalize initials and nicknames.

Extensions

1.75 Edit and capitalize a selection with no capital letters.

1.76 Edit and correct peer work for capitalization errors.

1.77 Edit and correct personal work for capitalization errors.

PUNCTUATION

Basic Skills

2.1 Recognize that a period comes after a telling sentence.

2.2 Recognize that a question mark comes at the end of a sentence that asks a question.

2.3 Recognize that a comma separates the date from the year.

2.4 Recognize that a comma separates the city from the state.

2.5 Recognize that a comma comes after the salutation and closing of a friendly letter.

2.6 Recognize that a colon comes between the hour and minutes when writing time.

Developmental Skills

2.25 Place a period after a sentence that makes a request.

2.26 Place a period after a sentence that makes a command.

2.27 Place a period after initials.

2.28 Place a period after abbreviations.

2.29 Place one period after an abbreviation which comes at the end of a sentence.

2.30 Use a comma to set off a noun of direct address.

2.31 Place a comma correctly when writing large numbers.

2.32 Place quotation marks correctly to indicate the exact words of another person.

2.33 Place a colon between the hour and the minutes when writing time.

2.34 Place the colon after the salutation of a letter of request or of appreciation.

2.35 Place a hyphen correctly when writing compound numbers.

2.36 Recognize that words of one syllable are not divided.

2.37 Recognize that an exclamation mark is the correct punctuation at the end of sentences that express strong emotion or sudden feeling.

2.38 Recognize that a comma separates words in a series.

Extensions

2.75 Collect and exhibit words and their common abbreviations.

2.76 Write and correctly punctuate a friendly letter.

2.77 Write and correctly punctuate the dialogue of two persons.

2.78 Edit a given selection for correct punctuation.

2.79 Edit work of peers for correct punctuation.

2.80 Write and edit personal work for correct punctuation.

USAGE

Basic Skills

3.1 Identify a common noun as a word used to name a person, place or thing.

3.2 Identify a proper noun as a word used to name a particular person, place or thing.

3.3 Form the plurals of most nouns by adding **s**.

3.4 Identify verbs as words that show action.

Developmental Skills

3.25 Identify nouns as singular or plural.

3.26 Form the plurals of nouns ending in **s**, **sh**, **ch**, **x** or 2z by adding 2es; ending in **y** preceded by a consonant by changing **y** to **i** and adding **es**; ending in **y** preceded by a vowel by adding **s**; and ending in **f** or **fe** by changing **f** or 2fe to **v** and adding **es**.

3.27 Write the possessive form of singular nouns.

3.28 Write the possessive form of plural nouns.

3.29 Recognize that pronouns may take the place of nouns.

3.30 Demonstrate the use of personal, possessive and interrogative pronouns.

3.31 Select the pronoun that agrees with its antecedent.

3.32 Use indefinite pronouns correctly.

3.33 Identify the main verb.

3.34 Identify helping verbs (auxiliaries).

3.35 Identify the forms of the verb **be**.

3.36 Identify the present, past and future tenses of verbs.

3.37 Recognize the present and past tenses of auxiliaries.

3.38 Use adjectives to modify nouns or pronouns.

3.39 Select the correct degree of comparison of adjectives (tall, taller and tallest).

3.40 Identify correct homophones.

3.41 Identify correct prefixes and suffixes.

3.42 Select the correctly spelled word by applying the various spelling patterns or rules.

3.43 Select the correctly spelled inflected verb.

3.44 Use adverbs to modify a verb.

3.45 Use a conjunction to connect words or groups of words.

3.46 Identify the subject and predicate as the two essential elements of a sentence.

3.47 Identify the subject as that which is spoken of in the sentence.

3.48 Identify the predicate as that which is said of the subject.

3.49 Identify the complete subject as the simple subject with its modifiers.

3.50 Identify the complete predicate as the simple verb with its modifiers.

3.51 Recognize that the normal word order of the sentence is subject-verb.

3.52 Recognize that inverted word order may exist.

3.53 Select the predicate that agrees with the subject in number.

3.54 Write the four basic types of sentences.

3.55 Recognize that words of one syllable are not divided.

3.56 Place the hyphen correctly for end-of-the-line word division.

3.57 Recognize that words should not be divided so that one letter is on a line by itself.

Extensions

3.75 Classify nouns as persons, places or things.

3.76 Expand a list of singular nouns to include their plural forms.

3.77 Match nouns with correct pronouns.

3.78 Write sentences using interrogative pronouns.

3.79 Make a list of adjectives in categories: color, number, size.
3.80 Choose a picture and write a descriptive paragraph using adjectives.
3.81 Make a prefix and or suffix tree.
3.82 Illustrate the differences in meaning of homophones.
3.83 Write sentences using adverbs of time, place and manner.
3.84 Correct sentences containing double negatives.
3.85 Compare sentences using the basic N-V pattern.
3.86 Arrange sentences into the most logical order for a paragraph.
3.87 Rearrange sentences to change the meaning of paragraphs.
3.88 Edit work of peers and self for correct usage.

LITERATURE

Basic Skills

4.1 Identify sequential organization.
4.2 Recall simple details in a story by answering who, what, when, where, why and how.
4.3 Choose the main idea of a paragraph.
4.4 Select the correct title of the story.
4.5 Distinguish between fact and fantasy.
4.6 Select the word that expresses how a character probably felt in a particular situation.
4.7 Identify a story written in play form.
4.8 Recognize that a narrator of a play is a person who tells the audience what is happening.
4.9 Predict a conclusion after reading a selection.

Developmental Skills

4.25 Identify character traits (appearance, personality, etc.).
4.26 Identify a fable as universally short and in narrative form.
4.27 Identify the moral of a fable.
4.28 Identify the characters in a fable as usually animals or inanimate objects (sometimes human).
4.29 Identify a folk tale as a specific cultural retelling containing a hero.
4.30 Arrange in chronological order the introduction, development and conclusion of a story.
4.31 Select the correct title of a story.
4.32 Identify cause and effect relationships.
4.33 Select the statement that could be inferred as the outcome of a passage.
4.34 Select the statement that expresses the reason for an action or event in a passage.
4.35 Identify inferred emotions of a character.
4.36 Identify when and where a story takes place.
4.37 Identify mood of a poem.

Extensions

4.75 Write a fable.
4.76 Create a character with a specific personality trait.

4.77 Describe the mood of selected poetic works.
4.78 Write a mood poem.
4.79 Write a story containing who, what, when, where, why and how.

COMPOSITION

Basic Skills

5.1 Write three basic types of sentences (declarative, interrogative and exclamatory).
5.2 Transform manuscript letters into cursive letters.
5.3 Apply cursive writing skills to written activities without a model.
5.4 Compare personal handwriting with a model, identify errors and correct them.
5.5 Compose sentences in cursive writing.
5.6 Compose a paragraph of three sentences in cursive writing.
5.7 Write stories about a variety of topics.
5.8 Write letters to obtain information.

Developmental Skills

5.25 Write imperative sentences.
5.26 Write a simple sentence using the N-V pattern.
5.27 Add descriptive words to simple sentences.
5.28 Write short stories.
5.29 Write invitations, "thank you" notes, post cards and address envelopes.
5.30 Promote free writing (to be shared and appreciated but **not** graded).
5.31 Write four related sentences in a paragraph.

Extensions

5.75 Write detail sentences supporting a stated topic sentence.
5.76 Write paragraphs with details arranged chronologically, spatially and in order of importance.
5.77 Add descriptive elements to sentences of a paragraph.
5.78 Write a tall tale.
5.79 Write a true story.
5.80 Write a biography.
5.81 Write a play.
5.82 Write paragraphs which establish the setting of a story using description or mood of the story.
5.83 Correct a sentence fragment.
5.84 Correct a run-on sentence.
5.85 Correct double negatives.
5.86 Correct errors in words of "problem pairs" (sit set).

Mathematics

GRADE 3

WHOLE NUMBER NUMERATION

Basic Skills

1.1 Identify odd or even numbers to 20.
1.2 Identify the place value of each digit in a three-digit number.
1.3 Compare two three-digit numbers to indicate greater than, less than and equal to using the signs.
1.4 Match the standard number with its word name up through the hundreds place.
1.5 Order and identify the position of objects using ordinal numbers eleventh through twentieth.

Developmental Skills

1.25 Identify the place value of each digit in a four-digit number.
1.26 Compare two four-digit numbers to indicate greater than, less than and equal to using the signs.
1.27 Count to 9,999.
1.28 Orally read numerals to 9,999.
1.29 Identify the ordinal position for any whole number less than 9,999.
1.30 Identify the ordinal position of any object first through hundreth.
1.31 Identify odd or even numbers to 99.
1.32 Round to the nearest ten in a two-digit number.

Extensions

1.75 Explore various ways of naming the same number.
1.76 Invent a new place value system.
1.77 Discover new number patterns.
1.78 Research the history of numeration systems.
1.79 Explore the effect of basic operations on numbers as related to odd or even.
1.80 Explore ways of regrouping (e.g., with an abacus, Cuisenaire rods, etc.).
1.81 Generalize the pattern of place value.

WHOLE NUMBER OPERATIONS

Basic Skills

2.1 Add three one-digit numbers.
2.2 Add two two-digit numbers with regrouping.
2.3 Use addition as the checking operation of subtraction.
2.4 Subtract two-digit numbers with regrouping.
2.5 Identify and use the symbol and terms for multiplication (x, times, multiply).
2.6 Memorize basic multiplication facts through the fives.
2.7 Identify and define: factor, product, quotient.
2.8 Identify and use the symbols and terms for division (÷ , divide, divided by).

Developmental Skills

2.25 Add two three-digit numbers with regrouping.
2.26 Subtract three-digit numbers with regrouping.
2.27 Subtract three-digit numbers with regrouping involving zero.
2.28 Add four-digit numbers with without regrouping.
2.29 Subtract four-digit numbers with without regrouping.
2.30 Solve addition and subtraction word problems.
2.31 Memorize basic multiplication facts through the nines.
2.32 Multiply a two-digit number by a one-digit number.
2.33 Multiply a two-digit number by ten.
2.34 Identify the factors of a given quotient.
2.35 Find a missing factor.
2.36 Divide a two-digit number by a one-digit number without a remainder.
3.37 Memorize division facts with dividends through 81.
2.38 Construct sets to demonstrate an understanding of the relationship of addition to multiplication.
2.39 Construct sets to demonstrate the relationship of division to multiplication.

Extensions

2.75 Estimate solutions in problem solving.
2.76 Find new ways to illustrate multiplication and division.
2.77 Extend the concept of number families to multiplication and divison.
2.78 Investigate the process of finding a missing factor.
2.79 Illustrate the communtative property of multiplication.
2.80 Show the associative property of multiplication.
2.81 Illustrate divison by using repeated subtraction.
2.82 Estimate products by rounding factors.
2.83 Explore prime factorization.
2.84 Solve a multistep word problem.
2.85 Create operational codes.
2.86 Explore the use of calculators in basic operations.
2.87 Explore computer applications.
2.88 Investigate the various methods of computation with regard to speed and accuracy.

RATIONAL NUMBERS

Basic Skills

3.1 Match fractions with denominators of four or less with appropriate shaded regions or portions of sets.

Developmental Skills

3.25 Identify the fractions: 2/2, 2/3, 3/3, 3/4, 4/4, 1/2, 1/3 and 1/4.
3.26 Identify the numerator and denominator of a fraction.
3.27 Add and subtract simple fractions with like denominators.
3.28 Compare fractions to indicate greater than, less than and equal to using the signs.
3.29 Write tenths as decimals.
3.30 Solve problems involving fractions.

Extensions

3.75 Locate fractions on a number line.
3.76 Express fractions in lowest terms.
3.77 Write fractions as decimals (e.g., 3/6 = .5).
3.78 Develop concept of common denominator using models.
3.79 Explore decimals using models (e.g., Cuisenaire rods).

MEASUREMENT

Basic Skills

4.1 Tell and write time to the nearest five minutes.
4.2 Read a calendar to tell day, date, month and year.
4.3 Count change in coins not to exceed $1.00.
4.4 Read a ruler to the nearest inch and half-inch.
4.5 Read a scale to the nearest pound.

Developmental Skills

4.25 Tell and write time to the nearest minute.
4.26 Measure length to the nearest centimeter.
4.27 Read temperature from a Celsius or Fahrenheit scale thermometer to the nearest degree.
4.28 Solve word problems involving measurement.
4.29 Measure a line segment to the nearest half-inch.
4.30 Determine the value of a collection of coins and bills to $5.00.

Extensions

4.75 Explore different means of measuring time.
4.76 Make purchasing decisions using value judgement.
4.77 Explore ways of making change from a dollar after a purchase.
4.78 Explore measurement in standard units (length, mass, volume).

GEOMETRY

Basic Skills

5.1 Locate points inside, outside and on geometric figures.
5.2 Match congruent shapes.

Developmental Skills

5.25 Identify three-dimensional shapes: pyramid, cone, cube, sphere, cylinder, rectangular solid.
5.26 Identify symmetric shapes.
5.27 Find the perimeter of triangles and quadrilaterals.
5.28 Measure area in square units by counting.

Extensions

5.75 Describe similarities and characteristics of two- and three-dimensional geometric figures.
5.76 Discover the effects of the segment length on perimeter, area and volume.
5.77 Measure volume in cubic units by counting.
5.78 Identify lines of symmetry for geometric figures and objects in the environment.
5.79 Introduce the use of a protractor and compass.
5.80 Make three-dimensional figures using two-dimensional material.

PROBABILITY AND STATISTICS

Basic Skills

6.1 Interpret simple tables and charts.
6.2 Interpret simple bar graphs.

Developmental Skills

6.25 Collect and organize data on charts or tables.
6.26 Make and read circle graphs, line graphs and pictographs.

Extensions

6.75 Compare graphs found in newspapers and magazines.

6.76 Collect data to test accuracy of a prediction.

6.77 Create a design using coordinate points on a grid.

6.78 Explore various ways of collecting data.

6.79 Construct various types of graphs using the same set of data.

Reading

GRADE 3

WORD RECOGNITION

Basic Skills

1.1 Recognize all words on the Dolch Basic Vocabulary List.
1.2 Divide words into syllables using patterns (VC/CV, V/CV, VC/V).
1.3 Identify the meaning of prefixes and suffixes.
1.4 Demonstrate a knowledge of abbreviations.
1.5 Identify synonyms and antonyms in context and demonstrate knowledge of their meanings.
1.6 Recognize and understand the irregular plural forms of words such as man/men.
1.7 Extend the use of contextual clues as an aid to word recognition.
1.8 Apply the knowledge of phonetic skills to decode words.
1.9 Recognize and attach meanings to words changed by adding prefixes and suffixes.

Developmental Skills

1.25 Recognize the correct plural forms of words including those ending in **ing**, **y** or **f**.
1.26 Recognize words that are the same in both singular and plural forms (deer, sheep, money).
1.27 Identify the word or phrase that best describes a given homonym (sea, see).
1.28 Identify the word or phrase that best describes a given homograph (tears, tears).
1.29 Recognize how inflectional endings (**er**, **est**) change adjectives to comparative or superlative forms.
1.30 Form a compound word and use it correctly in a sentence.
1.31 Form a contraction and use it correctly in a sentence.

Extensions

1.75 Apply the rules of syllabication in placing accent marks in nonsense words (hib - ble).
1.76 Create a sentence using the correct comparative or superlative adjective.
1.77 Apply homonyms or homographs in creative writing.

COMPREHENSION

Basic Skills

2.1 Identify the main idea of a selection.
2.2 Identify facts directly stated in a paragraph answering why, what, where, when, who and how.
2.3 Identify the cause and effect relationship expressed in a sentence.
2.4 Read to locate specific information.
2.5 Read to prove a point.
2.6 Identify the sequence of events in a selection.
2.7 Predict the outcome of a selection.
2.8 Distinguish between fiction and nonfiction.
2.9 Recognize and attach meanings to pronouns.
2.10 Identify emotions and moods of characters.

Developmental Skills

2.25 Determine the time and setting in a selection.
2.26 Read orally with expression and understanding.
2.27 Select the correct meaning for a multimeaning word.
2.28 Determine the meaning of figurative language using contextual clues.
2.29 Maintain and strengthen the use of punctuation marks to clarify meaning.
2.30 Understand the use of special type: e.g., italics, boldface, all capital letters.

Extensions

2.75 Interpret emotions and moods of characters.
2.76 Draw conclusions and make judgements.
2.77 Express understanding of stories and books through dramatizations and art.
2.78 Participate in reading as a leisure activity.
2.79 Recommend favorite books to others.
2.80 Develop an interest in a variety of reading materials: e.g., newspapers, magazines, cartoons.

STUDY SKILLS

Basic Skills

3.1 Identify the section of the dictionary where a given word is located (beginning, middle, end).
3.2 Use the table of contents, glossary and index to locate information.
3.3 Classify words.
3.4 Alphabetize words to the second letter.
3.5 Interpret information from charts, tables, graphs, globes and maps.
3.6 Identify and use guide words to locate entry words.

Developmental Skills

3.25 Recognize the information located on the title page.
3.26 Understand the use of an encyclopedia and the dictionary.
3.27 Alphabetize words to the third letter.
3.28 Locate information in a telephone directory.
3.29 Pronounce new words using diacritical marks.

Extensions

3.75 Skim a selection to locate specific information.
3.76 Scan a selection to locate specific information.
3.77 Locate a book in the library by using the card catalog.
3.78 Understand the system of a library.
3.79 Construct a simple map.

LISTENING

Listening skills will not be tested on the Minimum Performance Test (MPT) at this time.

Basic Skills

4.1 Listen critically to distinguish fact from opinion.
4.2 Predict story outcome from details of a story.
4.3 Ask appropriate questions.
4.4 Follow three- or four-step directions in sequence.

Developmental Skills

4.25 Extend the development of good listening habits.
4.26 Distinguish between nonfiction and fiction.
4.27 Identify the main idea from a paragraph read orally.
4.28 Extend the ability to listen attentively to a book read serially.

Extensions

4.75 Adjust to different listening situations and speakers.
4.76 Listen courteously to individuals and groups.
4.77 Record by writing information that has been obtained while listening.
4.78 Review different media productions for information.
4.79 Listen for enjoyment to a variety of literature.
4.80 Relate mood to auditory stimuli.

ORAL COMMUNICATION

Basic Skills

5.1 Give specific information and instructions about an activity.
5.2 Enhance meaning through use of descriptive words.
5.3 Arrange ideas in a logical sequence.
5.4 Demonstrate the use of good eye contact when speaking.
5.5 Demonstrate rules of courtesy in telephone conversations.
5.6 Demonstrate effective choral speaking.

Developmental Skills

5.25 Express self spontaneously.
5.26 Maintain focus on the topic.
5.27 Begin a dialogue with interesting sentences.
5.28 Demonstrate the use of appropriate gestures, body movements and facial expressions.

Extensions

5.75 React appropriately to opinions and criticism.
5.76 Demonstrate effective story telling ability.
5.77 Conduct an interview to gain information.
5.78 Alternate between speaking and listening while engaging in conversations.
5.79 Develop oral communication skills as a social and learning tool.